

Seattle Public Schools

Continuous School Improvement Plan (C-SIP)

For the 2008-10 School Year

Rainier Beach High School

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September 29, 2008



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| Revision Number | Date              | Comments                              |
|-----------------|-------------------|---------------------------------------|
| Revision 1      | November 10, 2008 | Edits by Office of School Improvement |
| Revision 2      | December 9, 2008  | C-SIP Peer Reviews                    |
| Revision 3      | January 8, 2009   | Edits by Office of School Improvement |
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# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### What is our school’s mission, vision, and theory of action?

*Please briefly describe your school’s overall mission, vision and theory of action in 1-2 paragraphs.*

The students at Rainier Beach will excel academically by meeting or exceeding the expectations not only in the classroom, but also the standards at the state level. Our vision is to empower students and staff to maximize their individual potential by striving for excellence and achieving the highest standards through academic, artistic and social achievement everyday.

### What have we learned from our data?

*Please briefly describe 3-5 main insights from your data. For each insight, write 3-5 sentences about how your C-SIP addresses this insight.*

|   | Insight   | How is this insight addressed in our C-SIP?   |
|---|---|---|
| 1 | The 2008 WASL math scores for our 10 <sup>th</sup> grade class went from 37% to 29%                         | We have set a SMART goal to increase the percentage of 10 <sup>th</sup> grade students meet the math standards to 40%. In order for us to meet this goal all 10 <sup>th</sup> grade students will participate in our 7 <sup>th</sup> period WASL prep class that meet on Tuesdays.  |
| 2 | The 2008 WASL scores for our 10 <sup>th</sup> grade reading scores dropped from 70% to 68%.                 | We have set a SMART goal to increase the percentage of 10 <sup>th</sup> grade students meeting the reading standards to 75%.<br>All 10 <sup>th</sup> grade students will participate in sustained silent reading.<br>All 10 <sup>th</sup> grade students will participate in our 7 <sup>th</sup> period WASL prep class that meets on Tuesdays. |
| 3 | The 2008 WASL scores for our 10 <sup>th</sup> grade writing scores increased to 91% that met the standards. | We have set a SMART goal to increase/sustain the percentage of 10 <sup>th</sup> grade students meeting the writing standard to 92%.   |

**Note: 2008-2009 data for student achievement, budget, etc. will be assessed in the Spring of 2009 for goal revisions for the 2009-2010 school year.**

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### What are our major areas of focus?

| Major Focus Area | Rationale for Choosing this Major Area  | S.M.A.R.T. Goal  |
|------------------|---|--|
| Mathematics      | Over the past 5 years at Rainier Beach there has been a minor improvement in math. Students have performed significantly lower in math than in reading and science.   | Increase the percentage of 10 <sup>th</sup> grade students meeting the math standard to 40%.                             |
| Reading          | Over the past 5 years Rainier Beach has shown steady improvement in the standardized test scores of 10 <sup>th</sup> grade students. Our goal is for 74.5% of the 10 <sup>th</sup> grade students to meet the AYP target goal in reading. | Increase the percentage of 10 <sup>th</sup> grade students passing the reading WASL to 74.5.                             |
| Writing          | Over the past 5 years Rainier Beach 10 <sup>th</sup> grade students has made significant gains in the writing area of the WASL. However, not all of our students are performing at standard.  | Increase/sustain the percentage of 10 <sup>th</sup> grade students meeting the reading standard to 92%.                  |
| Science          | Science is the lowest area of performance for 10 <sup>th</sup> grade students. The achievement gap that science currently has in comparison to math, reading, writing needs to be closed  | Increase the percentage of 10 <sup>th</sup> grade students meeting the science standard to 21% on the 2009 science WASL. |

### What is the contribution of our school's plan to the District's strategic plan?

*Please describe how your major areas of focus will explicitly support or contribute to the district's Strategic Plan.*

Rainier Beach High School plans to specifically address the following district strategic plan goals over the next five year to ensure that the following are met:

1. 95% of our 10<sup>th</sup> grade students will meet or exceed the reading standards (up from 70% in 06-07)
2. 82% of our 10<sup>th</sup> grade students will meet or exceed math standards (up from 37.4 in 06-07)

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### **What are the school-wide strategies that cut across major focus areas?**

*Are there any school-wide strategies or themes that would be helpful to understand before discussing each major focus area?*

At Rainier Beach High School we will continue to provide a quality education to each student by aligning them with academic support services as well as a school faculty member who will ensure that all students are utilizing their school resources.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

Which of the “Nine Characteristics of Effective Schools” are addressed in this C-SIP, and how?

|   | Characteristic  | Where in C-SIP?  | How is it addressed (one or more examples from C-SIP)?   |
|---|---|--|--|
| 1 | Clear and Shared Focus  | Section 1: School Overview                                 | <ul style="list-style-type: none"> <li>• School has a mission, vision and theory of action.</li> <li>• School has analyzed relevant data and expressed insights, as well as data-driven goals based on data analysis and insights.</li> </ul>  |
| 2 | High Standards and Expectations                               | Section 1: School Overview                                 | <ul style="list-style-type: none"> <li>• School’s SMART goals for WASL areas are based on sufficient increase in student achievement to meet/exceed Uniform Bars or at least Safe Harbor.</li> <li>• Student achievement goals are data-driven.</li> </ul>   |
| 3 | Effective School Leadership                                   | Section 2: Major Focus                                     | <ul style="list-style-type: none"> <li>• School identifies lead responsibilities for every major goal area; includes principal, instructional/content coaches, and classroom teachers.</li> </ul>  |
| 4 | Supportive Learning Environments                              | Section 3: Other Focus                                     | <ul style="list-style-type: none"> <li>• School addresses non-academic student learning goals.</li> </ul>  |
| 5 | High Level of Community and Parent Involvement                | Section 2: Major Focus, <i>And</i> Section 5: Partnerships | <ul style="list-style-type: none"> <li>• School includes parent/community representation in the development of the C-SIP.</li> <li>• School identifies community partners that engage with the school in support of student learning.</li> <li>• School includes one or more strategies for family/community engagement for every SMART goal.</li> </ul> |
| 6 | High Levels of Communication and Collaboration                | Section 2: Major Focus                                     | <ul style="list-style-type: none"> <li>• Staff and parents/community collaborate in the C-SIP development and ongoing monitoring/adjusting.</li> <li>• School shares C-SIP goals, strategies, and activities with school community at a parent meeting every Fall.</li> </ul>  |
| 7 | Frequent Monitoring of Teaching/Learning                      | Section 2: Major Focus                                     | <ul style="list-style-type: none"> <li>• Goals include details of periodic monitoring/assessment of student learning; these data determine needs for adjusting instruction, interventions, and support.</li> </ul>   |
| 8 | Curriculum, Instruction and Assessment Aligned with Standards | Section 2: Major Focus                                     | <ul style="list-style-type: none"> <li>• All academic goals are based on the standards of WASL and/or district-approved classroom-based assessments.</li> </ul>  |
| 9 | Focused Professional Development                              | Section 2, Major Focus                                     | <ul style="list-style-type: none"> <li>• Every goal area includes the professional development that will occur, in order to ensure effective goal implementation.</li> </ul>   |

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### School Improvement Review

| Topic   | Description        |   |
|---|--------------------|---|
| How were constituencies involved in the self-review of school's program that led to the development of the C-SIP? | School Staff:      | <ul style="list-style-type: none"> <li>• Building Leadership Team (BLT) includes four Teachers (Social Studies, Math, LA/SS, Science), Counselor-Athletic Director, One Classified (9<sup>th</sup> Grade Intervention Specialist), Parent representative (PTSA representative, and Principal.</li> <li>• &lt;BLT leads the process of comprehensive school review including studying data including WASL and classroom-based assessments, and input from staff, parents/community, students, instructional/content coaches, Instructional Directors (IDs), and other district support staff/outside experts.</li> </ul> |
|   | District:          | IDs; School Improvement (SI) Department.  |
|   | Parents/Community: | <ul style="list-style-type: none"> <li>• C-SIP goals/strategies/activities include input from BLT; one parent serves on BLT.</li> <li>• C-SIP was presented @ BLT meeting in May, 2008 and will be presented to parents (date tbd) and input included in C-SIP.</li> </ul>  |
|   | Outside Experts:   | IDs (they oversee school operations and supervise/ evaluate principals), instructional / content coaches, curriculum and instruction (CI) department leaders; SI Department in collaboration with OSPI. < We also have a School Improvement Facilitator (SIFs) through the state School Improvement Assistance Program (SIAP).>   |
| What was the process of developing the C-SIP?   | Spring:            | Studied student assessment data, including the WASL and classroom-based assessments; engaged staff and parents to provide input; principal received initial C-SIP training from Research, Evaluation and Assessment (REA) and School Improvement (SI) Departments; began writing C-SIP draft.   |
|   | Summer:            | Principal received further C-SIP training; August professional development time dedicated to further analyzing data and continuing to write C-SIP.  |
|   | Fall:              | Principal submitted C-SIP draft to SI Department and IDs for feedback; C-SIP revised as needed; principals/ BLTs share C-SIP revised drafts with staff/parents for further input and to build buy-in to successfully implement the plans.   |
|   | Ongoing:           | Peer Review process by January, to assess student performance and modify/adjust C-SIP goals as needed; In Spring, process for revising C-SIPs for the following school year will begin.   |

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### School Improvement Review, *continued*

| Topic  | Description  |
|--|--|
| (Title I Schools)<br>How is the school using the 10% set-aside for professional development? | Central Office provides instructional / content coaches in academic areas of need.   |
| How were parents notified of the school's Parent Policy?                                     | In October, copies of both our District Parent Policy (translated in 10 major languages of district families) and School Parent Policy were sent home with all students, via newsletters or separate letters.  |
| What are the district's responsibilities in this process?                                    | <ul style="list-style-type: none"> <li>• Provide ongoing technical assistance and support by developing the C-SIP framework</li> <li>• Assist schools in completing the C-SIP.</li> <li>• Provide instructional / content coaches in any academic subject not making AYP.</li> <li>• Train principals in the development of SMART Goals and how to use data to drive instructional decisions.</li> <li>• Remind schools of OSPI and district deadlines for completion of tasks/submission of documents.</li> <li>• Provide instructional / content coaches to work directly with instructional staff and principals to improve instruction and maximize student learning.</li> </ul> |

### Technology

We have a separate Technology Plan that addresses how we will use technology to enhance instruction and student learning. This plan has been developed and reviewed by our Building Leadership Team (BLT) and our Instructional Director. It is a 3-year plan, 2007-2010, and will be reviewed and updated by the start of the 2010/11 school year.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 1: OVERVIEW

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### **Adequate Yearly Progress (AYP) on the Washington Assessment of Student Learning (WASL)**

This is the first year that our school did not make AYP in Spring 2008 in Math (All, Black, Low Income). So, we are not identified as a "School in Improvement."

### **Title I status**

This school does not receive Title I funds.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #1: MATH

**Lead Responsibility:**

Principal/Math Department Head

**S.M.A.R.T. Goal:**

- To increase the percentage of students meeting the state math standard for our 10<sup>th</sup> grade students to 40% as measured by the 2009 WASL.
- To increase the percentage of students taking advanced placement courses .
- To increase the percentage of students taking advanced placement exams to at least 10%

### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy  | Target Students  | Timing   | Lead  | Description   |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i>   | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Analyze student work, instructional practices and data for the purpose of assessing the impact of math instruction. | <ul style="list-style-type: none"> <li>• All students (grades 9-12)</li> </ul>   | Daily  | Kim Lessig, Math Department Head                          | Data Teams-Regular analysis of student work and instructional practices and assessment data.  |
| Identify L2 or below students and place them in a Pathways math course  | <ul style="list-style-type: none"> <li>• 10<sup>th</sup>-12<sup>th</sup> grade students</li> </ul>   | Daily  | Christa Ernst, Pathway Dean                               | Pathways math instruction for students who have not met standards on the WASL.  |

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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| Strategy   | Target Students   | Timing      | Lead                                      | Description  |
|--|---|-------------|---|--|
| Identify L3 and L4 students to place them in Advanced Placement courses.                         | <ul style="list-style-type: none"> <li>• 10<sup>th</sup>-12 grade students</li> </ul>             | Quarterly   | Kim Lessig,<br>Math<br>Department<br>Head | Analyze and review of standardized test scores for students that scored an L3 or L4 with the goal of placing them into Advanced Placement courses                                |
| Pacing math instruction at a rate that increases rigor and frequency of core content.            | <ul style="list-style-type: none"> <li>• 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Daily       | Principal                                 | Teachers will differentiate instruction for students according to their learning ability and will adjust the level of rigor through regular class assessments.                   |
| Provide extended learning opportunities for 10 <sup>th</sup> grade students in the area of math. | <ul style="list-style-type: none"> <li>• 10<sup>th</sup> grade students</li> </ul>                | Once a week | Principal                                 | 7 <sup>th</sup> period Tuesdays for 10 <sup>th</sup> grade students that will provide them the necessary skills to meet or exceed the standards on the math section of the WASL. |

**Note:** Please delete or add rows as necessary.

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

| Instrument or Method   | Target Students & Frequency   | Lead Responsibility   | Using the Results to Take Action  |
|--|---|---|---|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i>  | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>  |
| Unit Previews and Reviews of unit tests  | All students (Grades 9-12) at the beginning and end of each math unit throughout the 2008-2009 school year.                                       | All math teachers   | Teachers will use the assessments to identify the specific skills that our students need and will develop instructional plans based on these assessments.         |
| WASL   | 10 <sup>th</sup> grade students and 11 <sup>th</sup> and 12 <sup>th</sup> grade students who did not meet standards in the 10 <sup>th</sup> grade | Dan Jurdy and Christa Ernst   | The WASL provides administration, classroom teachers and families with individual assessment data as well as school-wide improvement trends.                      |
| MAP Assessment in mathematics.   | 9 <sup>th</sup> -11 <sup>th</sup> grade students  | Elizabeth Guillory and Christa Ernst  | The MAP assessment will provide teacher with detailed information on the specific learning level of each student.   |
| PSAT Testing   | 9 <sup>th</sup> -11 <sup>th</sup> grade students  | Elizabeth Guillory and Christa Ernst  | The PSAT will provide test data that will show which students are highly capable for achieving on the SAT as well as other standardized tests and classroom work. |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

| PD Opportunity  | Participants  | Timing, Frequency & Duration  | Description   |
|---|---|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i>                   | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> |   |
| Data Teams  | Department level teams  | 1-2 times a month   | Classroom teachers will analyze student data through collaboration. Additionally, they will to discuss teaching strategies and best practices in the areas of curriculum and instruction. |
| District Directed Math Professional Development                           | Math Department<br>District Math Coach                                | 1-2 times a week  | The District math coach will meet frequently with the math department to identify strengths and areas that need further developing and also assess student work.                          |
| Common prep planning period for the Math Department                       | Rainier Beach administration, math department and district math coach | Daily   | Teacher will meet on a daily basis to plan lessons as well as assess student work and teaching strategies in the classroom.   |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

| Strategy  | Targeted Families   | Timing   | Lead to Implement Strategy                                | Description  |
|---|---|--|---|--|
| <i>Please provide a brief title of the strategy</i>                             | <i>Which families will be the focus of this strategy?</i>   | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>                                  |
| Communicate with families regularly through the Rainier Beach Parent Newsletter | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Monthly basis  | Monica Clark<br>Classroom teachers                        | Math teachers will provide written communication describing math content lessons and goals.                                  |
| Flight home visitations   | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Once a year  | School staff  | Flight School fall home visits for school staff, where academic goals for students will be briefly introduced and discussed. |
| Teacher and parent conferences  | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Bi-weekly or as needed                                     | Adminstration and teachers                                | Teachers will contact parents to inform them of academic progress of their child.  |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #2: READING

**Lead Responsibility:**

Principal, Language Arts Department Head and School Coach

**S.M.A.R.T. Goal:**

Increase the percentage of 10<sup>th</sup> grade students meeting the reading standard to 76% for the 2008-2009 school year. All students will show at least a one year's growth in reading as measured through district assessment by June 2009.

#### Key Strategies to Support S.M.A.R.T Goal

Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.

| Strategy   | Target Students  | Timing   | Lead  | Description   |
|--|--|--|---|---|
| <i>Please provide a brief title of the strategy</i>                      | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Implement reading apprenticeship strategies across the curriculum        | <ul style="list-style-type: none"> <li>Grades 9-12</li> </ul>  | Daily  | Language Arts Department                                  | Teachers will examine student work through investigating and giving specific attention to home strategies, reading fluency, compare and contrast and summarizing.   |
| Differentiate instruction for students according to their ability level. | <ul style="list-style-type: none"> <li>Grades 9-12</li> </ul>  | Daily  | Language Arts Department                                  | Teachers will integrate various instructional strategies and techniques into their daily classroom lessons in order to meet the needs of their students.  |

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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| Strategy  | Target Students   | Timing      | Lead                               | Description  |
|---|---|-------------|------------------------------------|--|
| Implement College board (Springboard curriculum)                            | <ul style="list-style-type: none"> <li>Grades 9-12</li> </ul>   | Daily       | Language Arts Department           | Teachers will provide students classroom strategies, lessons and assessment that are formulated through the Literacy Spring Board textbook.                  |
| Tuesday 7 <sup>th</sup> period 10 <sup>th</sup> grade WASL Prep for reading | <ul style="list-style-type: none"> <li>10<sup>th</sup> grade students</li> </ul>  | Once a week | Principal Language Arts Department | 7 <sup>th</sup> period Tuesdays for 10 <sup>th</sup> grade students will provide them the necessary skills to meet or exceed the writing section of the WASL |
| Tier 2 Reading Intervention strategies of Read 180                          | <ul style="list-style-type: none"> <li>11<sup>th</sup> and 12<sup>th</sup> grade students who did not meet standards on the WASL</li> </ul> | Daily       | LA Department                      | The reading and writing strategies that are embedded into the Read 180 curriculum will assist students in meeting or exceeding standards on the WASL.        |

**Note:** Please delete or add rows as necessary.

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

| <b>Instrument or Method</b>  | <b>Target Students &amp; Frequency</b>                     | <b>Lead Responsibility</b>  | <b>Using the Results to Take Action</b>   |
|--|--|---|---|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>  |
| Spring Board embedded assessments  | 9 <sup>th</sup> – 12 <sup>th</sup> grade students          | Makela Steward and Language Arts Department   | Teachers will be able to receive assessments that will assist them in determining the reading level of each student.  |
| MAP Assessments  | 9 <sup>th</sup> and 10 <sup>th</sup> grade students        | Elizabeth Guillory and Christa Ernst  | Teachers will be able to receive specific information about the reading level of each students as well as strategies to increase each students' reading ability.                    |
| PSAT Testing   | Grades 9-11  | Elizabeth Guillory, Teachers  | Teachers and students will be provided test data that will show which students are highly capable for achieving on the SAT as well as other standardized tests and in the classroom |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

| <b>PD Opportunity</b>   | <b>Participants</b>  | <b>Timing, Frequency &amp; Duration</b>   | <b>Description</b>  |
|---|--|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i>  | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> |   |
| WASL  | All 10 <sup>th</sup> grade students and 11 <sup>th</sup> and 12 <sup>th</sup> grade students who did not make standards. | Dan Jurdy and Christa Ernst   | The WASL provides administration, classroom teachers and families with individual assessment data as school wide improvement trends.  |
| Data Teams  | Department area Data Teams   | 1-2 times a month   | Classroom teachers will analyze student data through collaboration. Additionally, they will discuss teaching strategies and best practices in the areas of curriculum and instruction.    |
| College Board and Spring Board training                                   | Rainier Beach Faculty  | 1-2 times a month   | Teachers will be provided instruction from the Springboard facilitators to implement the Springboard curriculum, into the Language Arts classes .   |
| Common prep planning period for the Language Arts department              | Rainier Beach Administration and Language Arts Department  | Daily   | The Language Arts department will meet on a daily basis to discuss the springboard curriculum implementation in their classrooms as well as strategizing best practices in the classroom. |

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

| Strategy  | Targeted Families  | Timing   | Lead to Implement Strategy                                | Description  |
|---|--|--|---|--|
| <i>Please provide a brief title of the strategy</i>                   | <i>Which families will be the focus of this strategy?</i>  | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>                                      |
| Communicate with families through the Rainier Beach parent newsletter | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Monthly online newsletter?                                 | Monica Clark<br>Classroom Teachers                        | Language Arts teachers will provide information to the parents explaining the content and goals of the Language Arts Department. |
| Flight School home visitations  | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Once a year in the Fall                                    | All school staff  | Flight home visits where the staff introduce academic goals to the families of the students.                                     |
| Teacher/parent conferences  | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Bi-weekly or as needed                                     | Administration<br>Teachers                                | Teachers will contact parents to inform them of their child's academic progress.   |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

### FOCUS AREA #3: WRITING

**Lead Responsibility:**

Principal and School Literacy Coach

**S.M.A.R.T. Goal:**

Increase the percentage of 10<sup>th</sup> grade students meeting the writing standard to 92% for the 2008-2009 school year. All students will show at least a one year's growth in writing as measured through district assessment by June 2009.

#### Key Strategies to Support S.M.A.R.T Goal

*Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.*

| Strategy   | Target Students  | Timing   | Lead  | Description   |
|--|--|--|---|---|
| <i>Please provide a brief title of the strategy</i>            | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| Continue instruction and practice of the writing process.      | <ul style="list-style-type: none"> <li>Grades 9-12 students</li> </ul>   | Daily  | Classroom teachers  | Students are given intentional instruction and evaluation of their proofreading skills including rewriting, revising, editing, drafts and submitting a final product.   |
| Continue instruction and practice on the six traits of writing | <ul style="list-style-type: none"> <li>Grades 9-12 students</li> </ul>   | Daily  | Classroom teachers  | All classroom teachers will provide students with lessons that will infuse the six traits of writing.   |
| Continued use of NUA strategies for                            | <ul style="list-style-type: none"> <li>Grades 9-12 students</li> </ul>   | Daily  | Classroom teachers  | Teachers will utilize on a consistent basis the NUA strategies to improve written responses.  |

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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| Strategy  | Target Students  | Timing      | Lead                          | Description   |
|---|--|-------------|-------------------------------|---|
| Provide extended learning opportunities for 10 <sup>th</sup> grade students in writing. | <ul style="list-style-type: none"> <li>• 10<sup>th</sup> grade students</li> </ul> | Once a week | Principal<br>LA<br>Department | 7 <sup>th</sup> period Tuesdays for 10 <sup>th</sup> grade students that will provide them the necessary skills to meet or exceed the standards on the writing section of the WASL. |

**Note:** Please delete or add rows as necessary.

### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

| Instrument or Method   | Target Students & Frequency  | Lead Responsibility   | Using the Results to Take Action   |
|--|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i>   | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>   |
| MAP Assessment in Writing  | 9 <sup>th</sup> -11 <sup>th</sup> grade students   | Elizabeth Guillory<br>Christa Ernst   | The MAP Assessment will provide teachers with detailed information on their students' current learning ability.  |
| WASL   | 10 <sup>th</sup> grade students and 11 <sup>th</sup> and 12 <sup>th</sup> grade students who did not meet the writing standard | Dan Jurdy<br>Christa Ernst  | The WASL provides administration, classroom teachers and families with individual assessment data as well as school-wide improvement trends.                                 |
| Writing Summative Assessments  | 9 <sup>th</sup> -12 <sup>th</sup> grade students   | Classroom teachers  | Teachers will conduct summative writing assessments for the purpose of monitoring the six traits of writing as well as understanding and application of the writing process. |

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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| Instrument or Method | Target Students & Frequency                      | Lead Responsibility                 | Using the Results to Take Action  |
|----------------------|--|-------------------------------------|---|
| PSAT Testing         | 9 <sup>th</sup> -12 <sup>th</sup> grade students | Elizabeth Guillory<br>Christa Ernst | Teachers and students will be provided test data that will show which students are highly capable of achieving on the SAT as well as standardized tests and in the classroom. |

**Note:** Please delete or add rows as necessary

### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

| PD Opportunity  | Participants  | Timing, Frequency & Duration  | Description      |
|---|---|---|------------------|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i>   | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> |                  |
| School Academic coach will provide PD around Writers' Workshop, which is currently being implemented at Cleveland High School | All staff   | To be determined  | To be determined |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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#### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

| Strategy  | Targeted Families  | Timing   | Lead to Implement Strategy                                | Description  |
|---|--|--|---|--|
| <i>Please provide a brief title of the strategy</i>                   | <i>Which families will be the focus of this strategy?</i>  | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>                                      |
| Communicate with families through the Rainier Beach parent newsletter | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Monthly online newsletter?                                 | Monica Clark<br>Classroom Teachers                        | Language Arts teachers will provide information to the parents explaining the content and goals of the Language Arts Department. |
| Flight School home visitations  | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Once a year in the Fall                                    | All school staff  | Flight home visits where the staff introduces academic goals to the families of the students.                                    |
| Teacher/parent conferences  | <ul style="list-style-type: none"> <li>Families of grades 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Bi-weekly or as needed                                     | Administration<br>Teachers                                | Teachers will contact parents to inform them of their child's academic progress.   |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### FOCUS AREA #4: SCIENCE

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**Lead Responsibility:**

Principal/Science Department Head

**S.M.A.R.T. Goal:**

Rainier Beach High School will improve its percentage of 10<sup>th</sup> grade students meeting the WASL standard from 10.9 in 2008 to 21% in 2009.

#### Key Strategies to Support S.M.A.R.T Goal

*Please describe each strategy in a separate row in the table below. There should be 3-5 total strategies.*

| Strategy  | Target Students  | Timing   | Lead  | Description   |
|---|--|--|---|---|
| <i>Please provide a brief title of the strategy</i>   | <i>Which students will benefit from this strategy? How many students? Please describe the characteristics of the target students based on academic performance (e.g. WASL, attendance, grades)</i> | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length. Useful information might include who is involved in this strategy, what pedagogical, curricular, cultural and academic needs it will address, and for how much time students will be participating.</i> |
| 7 <sup>th</sup> period Tuesday WASL Science class for 10 <sup>th</sup> grade class.                         | <ul style="list-style-type: none"> <li>• 10<sup>th</sup> grade students</li> </ul>   | Weekly   | Principal Science teachers                                | Students will be provided classroom instruction and strategies on how to meet standards on the 2009 WASL.   |
| Science visitations completed by SSD science coach, which will focus on vertical alignment and instruction. | <ul style="list-style-type: none"> <li>• 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul>  | To be determined   | Principal Science Department                              | The development of vertical alignment and connections of science content across the grade levels.   |

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 2: MAJOR FOCUS AREAS

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| Strategy  | Target Students   | Timing                     | Lead  | Description  |
|---|---|----------------------------|---|--|
| Develop a school wide plan for implementing a science focus for academic achievement for the 2009-2010 school year. | <ul style="list-style-type: none"> <li>• 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Throughout the school year | Instructional Council<br>Building Leadership Team | The Instructional Council will develop a plan of action that focuses on best practices for science instruction in the classroom. |

**Note:** Please delete or add rows as necessary.

### Progress Monitoring

*How will you monitor progress toward your S.M.A.R.T. Goal? How will you determine whether your key strategies are helping you reach your goal?*

| Instrument or Method   | Target Students & Frequency                                | Lead Responsibility   | Using the Results to Take Action   |
|--|--|---|--|
| <i>What is the assessment instrument and/or method (e.g. classroom observation)?</i> | <i>Which students will be assessed and how frequently?</i> | <i>Who will be responsible for administering the assessment and collecting and reporting results?</i> | <i>What information do we expect the assessment to provide and what actions will be taken as a result?</i>   |
| Qualitative Analysis of Student Work in a Critical Friends Group                     | 9 <sup>th</sup> -12 <sup>th</sup> grade students           | Russ Kupperstein<br>Julie Windell-Prado<br>Margaret Jones   | Information will include individual performance and understanding compliant with previously established class/content objectives.  |
| Common Formative Assessment  | 9 <sup>th</sup> -10 <sup>th</sup> grade students           | Russ Kupperstein<br>Julie Windell-Prado   | Student progress towards satisfactory performance on particular types of WASL questioning (conclusions, data driven explanations will be generated)  |
| Classroom Observation (video)  | 9 <sup>th</sup> -11 <sup>th</sup> grade students           | Russ Kupperstein<br>Margaret Jones  | Information generated will include the meeting of behavioral expectations and college preparedness as outlines by springboard. Interventions will be planned as a professional learning community. |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Professional Development

*How will teachers learn about the school's goals and key strategies, and how will they contribute?*

| <b>PD Opportunity</b>   | <b>Participants</b>                                 | <b>Timing, Frequency &amp; Duration</b>   | <b>Description</b>  |
|---|---|---|---|
| <i>What is the PD opportunity that will support this S.M.A.R.T. goal?</i> | <i>Who will participate in this PD opportunity?</i> | <i>When will this PD session happen, how long is it, and how many times will it happen during the year?</i> |   |
| Lenses On Learning<br>(Jessica Thompson)                                  | Russ Kupperstein<br>Margaret Jones                  | Several times throughout the year (at least 9 times)  | Purpose is to build a network of secondary science teachers who are committed to working toward ambitious, equitable practice through close attention to student discourse. |
| Professional Teachers of Science  | Russ Kupperstein                                    | Several times throughout the year (at least 11 times)   | Development and grading of Common Formative Assessments.  |
| Math/Science Leadership   | Russ Kupperstein                                    | Did three days in the summer and other dates will be determined at a later date.                            | Development of instructional tools to improve college readiness as well as leadership skills to aid peer teachers in their own improvement/development.                     |

**Note:** Please delete or add rows as necessary

# 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

## SECTION 2: MAJOR FOCUS AREAS

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### Family & Community Engagement

*How will you involve families & the broader community in achieving your school's SMART goals?*

| Strategy  | Targeted Families   | Timing   | Lead to Implement Strategy                                | Description  |
|---|---|--|---|--|
| <i>Please provide a brief title of the strategy</i>                             | <i>Which families will be the focus of this strategy?</i>   | <i>When will this strategy be employed at your school?</i> | <i>Who is responsible for carrying out this strategy?</i> | <i>Please provide a brief overview of the strategy, no more than a paragraph in length.</i>                                  |
| Communicate with families regularly through the Rainier Beach Parent Newsletter | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Monthly basis  | Monica Clark<br>Classroom teachers                        | Science teachers will provide written communication describing math content lessons and goals.                               |
| Flight home visitations   | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Once a year  | School staff  | Flight School fall home visits for school staff, where academic goals for students will be briefly introduced and discussed. |
| Teacher and parent conferences  | <ul style="list-style-type: none"> <li>All families of 9<sup>th</sup>-12<sup>th</sup> grade students</li> </ul> | Bi-weekly or as needed                                     | Adminstration and teachers                                | Teachers will contact parents to inform them of academic progress of their child.  |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 3: OTHER AREAS OF FOCUS

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#### Other Areas of Focus

*In the table below, please list any other areas of focus for your school. These are different from the Major Focus Areas detailed in this plan.*

| Other Area of Focus                      | Goal(s)   | Key Strategies  |
|--|---|---|
| <i>Please fill-in the area of focus.</i> | <i>Please describe your school's goals for this area in 3-5 sentences.</i>  | <i>Please describe your school's key strategies for this area in 3-5 sentences.</i>   |
| Attendance                               | Increase the daily student attendance rate to 84% for the 2008-2009 school year.  | The school support staff will implement a school wide mentoring program where one of the primary focuses will be on increasing attendance and academic grades for students. |
| Discipline                               | To reduce the number of suspensions/expulsions for students in comparison to the 2007-2008 school year.                         | The school support staff will implement a school wide mentoring program that will reduce the suspensions/expulsions for the 1008-1009 school year.                          |
| College Board/Springboard                | The implementation of the Springboard Language Arts curriculum for grades 9-12 in the 2008-2009 school year.                    | The Language Arts department will implement the Springboard curriculum during the 2008-2009 school year.  |
| Drama                                    | The implementation of a school-wide drama program with an emphasis on a vertical drama alignment with Aki Kurose Middle School. | The drama department will develop and implement 3 plays during a calendar school year.  |
| Music                                    | The development of a music program with an emphasis on choral and stage band classes.   | We will provide the students the opportunity to participate in music classes during and after school.   |
| Technology                               | Increase student and teacher technical skills by integrating technology into daily classroom instruction.                       | Students will be exposed to computer courses as well as having the opportunity to work on their course work in a new computer lab in the remodeled Library.                 |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 4: 2008-10 KEY BUDGET INFORMATION

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#### 2008-09 Key Budget Information

*What is your projected budget for implementing the strategies detailed in this plan? From which fund sources do you plan to allocate these resources? What will the impacts on other programs be, if any?*

| Major Focus Area | Strategy  | 2008-09 Budget | Funds Secured? (Y/N) | Funding Source            | Impact to Other Programs, if any |
|------------------|---|----------------|----------------------|---------------------------|----------------------------------|
| Math             | Identify L2 or below 11 <sup>th</sup> and 12 <sup>th</sup> grade students in math pathway classes.                                      | N/A            | Yes                  | SSD                       |                                  |
| Reading          | Identify L2 or below 11 <sup>th</sup> and 12 <sup>th</sup> grade students in reading pathway classes.                                   | N/A            | Yes                  | SSD                       |                                  |
| Math             | Provide a 7 <sup>th</sup> period program for 10 <sup>th</sup> grade students, which will assist them in preparing for the WASL          | \$4,000        | Yes                  | Nate Robinson Alumni Fund |                                  |
| Reading          | Provide a 7 <sup>th</sup> period program for 10 <sup>th</sup> grade students, which will assist them in preparing for the WASL          | \$4,000        | Yes                  | Nate Robinson Alumni Fund |                                  |
| Reading          | Provide an after school tutoring program for 9 <sup>th</sup> grade students   | N/A            | Yes                  | SSD                       |                                  |
| Math             | Provide an afterschool tutoring program for 9 <sup>th</sup> grade students  | N/A            | Yes                  | SSD                       |                                  |
| Reading/Writing  | The implementation of the Springboard curriculum into the Language Arts department for 9 <sup>th</sup> -12 <sup>th</sup> grade students | N/A            | Yes                  | SSD                       |                                  |
| Math/Science     | The MESA programs provide after school support for 9 <sup>th</sup> grade students, especially in the areas of math and science.         | N/A            |                      | SSD                       |                                  |

**Note:** Please delete or add rows as necessary

## 2008-10 CONTINUOUS SCHOOL IMPROVEMENT PLAN (C-SIP)

### SECTION 5: SCHOOL PARTNERSHIPS

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#### School Partnerships

*How is your school partnering with community organizations or other agencies? Does your school receive funds from other sources to partner? Please describe major partnerships that impact your school's academic strategy in the box below.*

| Partner(s)                                     | Description   | Timing<br>(when, how often) | Outside<br>Funding<br>(if any) | Outside<br>Funding<br>Source | Duration of<br>Partnership |
|--|---|-----------------------------|--------------------------------|------------------------------|----------------------------|
| Community for Youth (Steps Ahead/Steps Beyond) | The Steps Ahead program provides a mentor for 20-25 9 <sup>th</sup> grade students that is selected for the program and the mentor works with the student the entire 4 years they are in high school.   | Daily                       | Steps Ahead Program            |                              | Yearly                     |
| Broadway Bound                                 | The Broadway Bound Theater organization has an agreement with Rainier Beach High School to provide instruction, mentorship and resources to the drama teacher and department.   | Daily                       | Broadway Bound Theater         | N/A                          | Yearly                     |
| Rainier Beach Merchants Association            | The Rainier Beach Merchants Association works with the Rainier Beach administration on providing community support from various local business and the Seattle Police Department.   | Monthly                     | N/A                            | N/A                          | Yearly                     |
| Rainier Beach Youth Service providers          | The Rainier Beach Youth Service providers focus is providing before and afterschool programs for school aged students. The following agencies are in the organization: Seattle Public Library, Rainier Beach Community Center, Rainier Beach High School, Emerald City Outreach Ministries, South Lake High School. | Monthly                     | N/A                            | N/A                          | Yearly                     |
| 21 <sup>st</sup> Century Learning Center       | The 21 <sup>st</sup> Century Learning Program will provide 9 <sup>th</sup> grade students with after school tutoring.   | Daily                       | N/A                            | N/A                          | Yearly                     |

**Note:** Please delete or add rows as necessary